**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.MD.7 Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction. 2.OA.1**  **The Envision Lesson: 15-6 Time: Multiple-Step problems** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Use Daily Spiral Review 15-6. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  \*There is not specific vocabulary for this lesson. Review the steps for problem solving. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Students will be solving multiple step story problems through the use of place value blocks. Have students pair up. Teacher writes the information on the board that is given in the story problem (see Interactive Learning for 15-6) and reads it aloud. Teacher will ask the questions:   * What is the problem asking? * What do you know? * What is the hidden question? * What are the steps that we need to take in order to solve this problem?   As a whole class, work through the steps of the story problem. An additional problem to help give students a better understanding should be given as well. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Write a story problem on the board (see Visual Learning 15-6). Read aloud the problem to the students. Ask the questions:   * What is the problem asking? * What is the hidden question? * What steps do we need to use to form a plan to solve the problem? * What is the solution?   Students can use personal whiteboards to solve the steps of the problem. Students will show their answers on their whiteboards. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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